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AUTHOR Chilcott, John H., Comp.; And Others
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ABSTRACT

The handbook is the result of an Indian Teacher Aide Training Program conducted in 1970 at several Indian schools in Arizona. Content of the document was derived from talks, discussions, projects, and lectures included in the training program. As noted, rather than using a university-program-centered approach, a problem-centered approach was used by drawing from what teachers and Indian aides felt was important in their day-to-day classroom operations. Information contained in the document is specifically designed for use of the Pima Reservation. Questions are posed and answers provided regarding the role of the teacher aide in the classroom, duties thought to be appropriate for the aide, and the role of the aide as a school agent in the community. Cultural differences which are likely to create learning problems are discussed, and information is provided on discipline, health, and games. (EL)

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HANDBOOK

FOR PIMA AND MARICOPA INDIAN TEACHER AIDES

Compiled by John H. Chilcott and Arthur D. Dempsey
With the Assistance of Margaret Knight,
Velma Garcia, and Joan Kincaid

John R. O'Brien
Education Program Administrator
Pima Agency, Sacaton, Arizona

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INTRODUCTION

This little booklet is a result of an Indian Teacher Aide Training Program conducted at Pima Central Day School, Casa Blanca Day School, Gila Crossing Day School, and St. John's Indian School during the spring of 1970 under an E.S.E.A.; P.L. 89 - 10, Title I Project.

The content of the booklet was derived from talks, discussions, projects, and lectures included in the Training program. Rather than using a University program-centered approach, the training sessions utilized a problem-centered approach. (The information which the teachers and the Indian Aides felt was important to their day-to-day operation within the classroom.) As such it is specifically designed for use on the Pima Reservation.

We are indebted to Mr. John R. O. O'Brien for securing the funds for this project and to the administrators, teachers and Indian Aides in the schools for their splendid cooperation and interest.

J.H.C.
Tucson, 1970

What is a Teacher-Aide?

A teacher-aide is an assistant teacher and is responsible to the teacher(s) and principal with whom she works. Although the teacher-aide does not have as much education as a teacher, she is a professional and has the rights and obligations of a professional. If the teacher-aide demonstrates high potential as a teacher she should be encouraged to further her education and become a teacher. A teacher-aide's primary interest should be in teaching. A teacher-aide, therefore, is not a clerk. Should an individual's primary interest be in clerical duties, she should work as an assistant to the principal.

What is a Good Aide?

A good aide is a combination of many things. Basically she should have the ability to do the following:

1. She must like children and be interested in providing for their needs.
2. She must be able to provide a model for the children by practicing good grooming and good health habits.
3. She must be willing and able to listen to children.
4. She must not gossip about specific children, school records, school problems or the teacher(s) with whom she works.
5. She must be willing and able to work closely with the teacher in learning to know each child, his interests, abilities, and needs.

What Does an Aide Do?

An aide can do many jobs in the school. It is important that the aide and the teacher plan together so that the aide

knows what is expected of her and the teacher can get the greatest help from the aide. Some of the jobs an aide can do include:

1. Enter grades on report cards.
2. Find grade averages.
3. Proofread teacher- and student-made material.
4. Type and reproduce classroom materials.
5. Keep attendance records.
6. File materials.
7. Make out reports such as tardy slips and lunch counts.
8. Order supplies.
9. Maintain inventories of classroom equipment.
10. Order instructional materials such as films and film strips.
11. Complete school reports at end of report period.
12. File reports in children's records.
13. Make out seating charts.
14. Help organize books in classroom and library.
15. Help keep records of books children read.
16. Take care of ventilation and lighting.
17. Clean up after special projects.
18. Put up and take down displays on the bulletin board.
19. Collect display pictures, and teach about models or actual objects used by the Pima and Maricopa in the past. (See photographs prepared for use by teacher-aides.)
20. Supervise the children's cleanup.
21. Distribute books and supplies.
22. Supervise the halls.

23. Supervise the lunchroom and playground (teach playground games to children).
24. Supervise seatwork.
25. Supervise loading and unloading of school buses.
26. Supervise classroom when the teacher must be out of the room.
27. Assist the teacher on field trips.
28. Read to children.
29. Prepare and teach instructional materials about the local community and reservation (tribal government, economy, etc.).
30. Find, set up, operate and return audio-visual equipment.
31. Obtain special materials for class projects.
32. Correct objective tests.
33. Correct workbooks.
34. Teach small groups of children.
35. Help children with make-up work.
36. Help children with their writing.
37. Listen to children read out loud.
38. Tell stories and legends of the Pima.
39. Take a child to the nurse.
40. Contact parents about school matters.
41. Contact parents regarding a sick or hurt child.
42. Talk to parents about children who are absent frequently or absent for a long time.
43. Interpret for teachers or other school personnel.
44. Help to get parents involved in the school program.
45. Arrange for local people with special knowledge to talk to the class or classes.
46. Show, if possible, some of the traditional skills of the Pima.
47. Help children to keep the toilet facilities clean.
48. Teach young children how to use toilet facilities.

49. Help develop art projects (both Indian and non-Indian).
50. Help lead music experiences. (Help music teacher to learn some traditional Pima songs.)

The Teacher-Aide and the Community

A teacher-aide can be of great help in involving the local community in the school and in the educational program. She can help to interpret and explain what is happening at the school and in the classrooms to individual parents and at group meetings.

She may help in the enrollment of children in the programs offered by the school by bringing her knowledge of the community and its families to the school.

She may know which parents don't understand the school's program for the children and can try to help the parent see the school through the child's eyes.

She can help the teachers and the principal know how the community feels about the school and can help the school to develop a program which will fit the needs of the community.

The Teacher and the Aide

The teacher must recognize that the aide has an important function in the classroom. The aide who is used just to perform menial tasks is under-utilized. On the other hand, the teacher is the professional educator. The use of aides for major teaching duties is unrealistic and unwise. Aides are not trained teachers. They can be of enormous value in working with individuals or small, temporary groups. When a teacher assigns the aide teaching duties the teacher should be sure that her directions are clear and any necessary materials are well prepared.

Careful, co-operative planning between teacher and aide can lead to greatly improved teaching. Remember, the aide is usually a bona-fide member of the community. She can mirror the community's needs and be invaluable in helping to develop effective learning experiences for the children of the community.

The Aide and Pima, Maricopa Culture

The Indian aide can be of great help to the teacher and the school by interpreting the traditional Indian culture of the community to school personnel. Many children and their parents do not speak or understand English well. The aide should be able to bridge this gap and help children in the native tongue while helping them to use English more effectively.

The aide can also help non-Indian school personnel to understand some of the attitudes of the Indian people. Anglos often want to talk a lot and expect Indians to talk a lot too. Anglos sometimes become very upset when Indians do not respond quickly to questions or conversations.

Anglos often talk loudly. This is not because they are mad, but just because this is how they are used to speaking. It is important for the aides to interpret this to children and parents.

Anglos want answers to questions. They expect children in the classrooms to answer when asked a question. They also want the correct answer and sometimes it is hard to guess what the teacher really wants. Sometimes the Anglo teacher becomes upset when children don't answer.

The Anglo teacher expects the Indian aide to help to plan learning experiences for children. Many aides want only to avoid trouble and agree always with the teacher. This is not the way to help children learn. Get to know the teacher and help her to really help the children learn.

There are many differences between the Anglo way and the Indian way. Some of these differences can be summed up by this chart.

Indians	Anglos
Indians often live for today.	Anglos often are busy planning for tomorrow and are too busy to enjoy today.
A man strives to be a "good" man.	A man strives to own many things.
The group will shame a person by talking about him and making fun of him.	A man who breaks the rules may not be caught and feels guilty. The group does not shame him but puts him in jail if he does bad things.
Old people are respected for their knowledge.	Old people are respected, but Anglos are interested in staying young.
Each man is expected to share things with his family and friends. A good man does this.	Each man accumulates as much as he can. He may share some of his good with a few people.
Clock-watching is not essential.	Anglos live under the pressure of the clock. They expect people to be on time and to be dependable in their use of time.
The family includes many people.	The family includes many people but usually obligations are only to brothers, sisters, and mother and father.
Man tries to live in harmony with nature and to not upset nature's balance.	Man tries to control nature and to make it do his bidding by using science.

How do Children Grow and Learn?

It is often difficult for Anglo teachers to understand Indian children. This is because the Anglos have grown up in a society that expects certain things of its children. Many Anglos want their children to imagine many things and to ask why things happen. Anglos answer questions in terms of scientific knowledge. Scientific causes rather than traditional knowledge is the most important knowledge for many Anglos.

Anglo children are given rules for good behavior and are praised for doing "right." The children are responsible to and usually punished only by their parents.

In contrast to the Anglo way many Indian children have less time to ask questions and answers are often given in terms of traditional legends or natural occurrences rather than through scientific explanations.

Many Anglo children are expected to co-operate with each other yet each child is pressured to be better than the other children in his school. Many Indian children are expected to co-operate with each other and not to be too much better than the rest of the children in their class or school.

Even though children of Indian parents and Anglo parents differ in many respects they still have many things in common. In either case the children should feel accepted. That is, that they are liked by the teacher and the aide no matter where they live or how they are dressed. They must know that they are liked even though they sometimes do things which are not liked.

The children must feel that they can accomplish something in school. Both the teacher and the aide must be careful to provide

experiences which will let the children know that they can be successful in school. Even a smart child will act dumb if everyone calls him dumb.

It is important to know that even though children go through similar stages of growth, they may differ greatly at any given time. Thus, it is unwise and unrealistic to expect all children in any classroom to be able to perform the same physical or mental activity equally well.

In some classrooms there are boys or girls who cannot get along with anyone. There can be many reasons for this. Neither the teacher nor the aide are really equipped to handle such a child. Rather, that is the job of a counselor or social worker. The aide should not be expected to take care of such children to the exclusion of other jobs. The teacher has more training for handling this kind of problem.

It is important to realize that children learn in many ways but there are certain common things in learning. These include:

1. Children learn best in situations which are real to them.
2. Children learn best when they are doing things they want to do or have helped to plan with the teacher and the aide.
3. Children will do many difficult things if they see a worthwhile goal.
4. Children who see the need for new ways of doing things learn best. If all the child needs to do is to recite facts from memory then that is all we will probably do. Children should have a purpose for learning which is more than just fact recitation.
5. Children learn best when the situation has meaning for them and they can participate actively in the learning situation.

6. Children learn on the basis of past experience. The aide can help the teacher to help children learn more effectively by giving the teacher clues as to what experiences the children might have. If the child or children has never seen a sled or played in snow the teacher cannot really expect them to understand a snowy scene.
7. The child must be allowed to make mistakes without being made ashamed of the mistakes.
8. Learning should provide a progression of experience from easy to more difficult. People learn as a result of past experience and if there are gaps in their learning they will not learn effectively.
9. Children learn best if they can see some features in the new experience which are in common with previous experience.
10. It is important to remember that some kinds of behavior are normal for children although adults don't like it.
11. Finally, it is important to remember that every child is a part of his culture. The school's job is to understand, correct, substitute and improve what he has learned. The school must work within the framework of the culture and not divorce itself from the community. The aide can be very important in helping the school to become a part of the community rather than something imposed by the Anglo world.

The Aide and Health

Both the teacher and the aide are in the front line when it comes to screening children for illness. Injuries and obvious sores are easily spotted. However, many times a child may not have such easily observable symptoms.

One of the great problems in many communities is a lack of sleep. Many children who are tired do not show it by moving slowly or listlessly. Instead, they become over-active and restless. Often, boys and girls who are considered to be severe behavior problems are actually in need of sleep. Rest may be the answer to the problem. A child cannot learn when he is tired or ill.

An aide should learn to use the first aid kits and to not fear the doctor, nurse or dentist. No one likes to get shots but the aide can be of great help in helping children to not be afraid of vaccinations or inoculations.

A child carries a disease before it shows. Other children are more likely to catch the disease from a child before anyone knows he is ill.

If a child is cranky, tired or abnormally quiet or loud he may be ill. If he is flushed or feels warm he may be ill. Other symptoms to watch out for include:

Eyes	Swollen Red Watery Bruised
Head	Matted, tangled hair Scratching Scabs Odor
Skin	Flushed face Reddened areas Hardened areas around cuts Draining from sores, cuts, etc.
General	Limping Crying Stomach Ache Dizzy Weak Frequent trips to the bathroom Paleness Bleeding Difficulty in breathing

There are many good health habits which can be learned. These include:

1. Washing hands after using the bathroom and before eating.
2. Help children to not bite nails or pencils or chew paper.
3. Help children to sit and walk correctly.

4. Help children to brush teeth or swish and swallow after eating.

Discipline is often a problem for both teachers and aides.

All children learn right from wrong by observing how adults behave.

Be consistent in your behavior and show good examples. Here are some other tips:

1. Do remember the importance of your first contacts with children. Let them know that you are genuinely interested in them. Learn their names as quickly as you can.
2. Do remember that you and the teacher are partners. Present a united front. Show that you respect the teacher and the rules set up by the group by helping to enforce the rules and living up to the rules. If you feel a rule is unfair discuss it with the teacher when the children are not around to listen.
3. Do expect good behavior.
4. Enjoy the children. There is nothing wrong with jokes. Let the children know that you know how to smile.
5. Do have faith in what you can do. Remember you are the boss in many instances.
6. Don't lose your temper.
7. Don't ignore little things. Keep control at all times.
8. Don't try to outshout the children.
9. Don't keep reminding a child of past mistakes. Give him a chance to improve.
10. Don't let the group decide punishments for an offender.
11. Don't put a child outside of the classroom unless he is preventing the other children from learning. You may isolate him within the classroom.
12. Don't punish the entire group for the misbehavior of one or two children.
13. Don't threaten--you may have to do what you said.
14. Do work for a "we" feeling in the classroom.
15. If a child is to be punished be sure that he knows what he did wrong and why he is being punished.

The Aide and Games

There are many times when the aide will be responsible for leading games--both in the classroom and on the playground. When leading a game the aide should remember that safety is of great importance. Some safety suggestions include:

1. Be sure there are no obstructions on the playing area.
2. Be sure that the children play on the playground area and not around the buildings.

One big problem on a playground is that children get bored or confused. This is what causes them to wander around and to get hurt or in trouble. If you are in charge of a game or the playground be sure that:

1. The games are changed frequently. Don't keep the same games all of the time.
2. The children know the rules and how to play the game.
3. Everyone gets a chance to play.
4. You know the rules and can help the children learn the game.

Even though you are working with one group of children you should be aware of what is happening in other areas during game times. If an accident should happen the aide should be able to administer first aid if necessary. Don't be in too big a hurry to have children get up if they are injured. Keep the other children away and prevent crowding. If you need help send a child for it while you help to take care of the injured individual.

Children of different ages have different skills. Young children need to move and are not as able as older children to sit still and to perform jobs which need careful muscle control. This is as true in play as in the classroom. The youngest children will

not play in team games or organized group games very long. Be prepared to change games frequently. Older children are more able to play and more interested in team games. The rules for the games to be played should be few and simple in the lower grades and not much more difficult in the higher grades.

The Aide and Pima Games

There are a number of traditional games which boys and girls might enjoy. Perhaps their grandparents may even remember them.

Going to See the Fox

The fox is chosen from the group playing. He goes and sits or lies on the ground near a tree or bush and pretends to be asleep. The group slowly advance toward the fox. As they come nearer they talk about the fox. Is he asleep? What is he doing? Just about any conversation about the sleeping animal.

When they are close enough the fox jumps up quickly and chases the children trying to catch one. The one caught becomes the fox. If no one is caught he remains the fox until he catches someone.

Circle Game

The children stand in a circle about nine or more feet in diameter. Each player has a stick. A soft ball is put in the center. One of the players uses his stick to push or throw the ball at someone else standing in the circle. If anyone gets hit by the ball he must stand in the center of the circle while the other players throw the ball at him with their sticks. If he can dodge the ball three times, he can go back to the outside of the ring. The game starts over. The circle must be kept.

Ball Race

Each player has a ball. They race, kicking the ball ahead of them to the goal line. The player who gets his ball and himself over the line first wins. This can also be played as a relay race.

Pima Sticks

This game takes two or more players and needs to have a fairly large space (10' x 10') on the playground. A game board might be made with smaller dimensions. The materials required include four sticks six to nine inches long and one or two inches wide. The sticks must be flat on one side and rounded on the other. (A one inch dowel or broomstick could be sawed up to make the sticks.) Two marker sticks are also needed. The sticks may be marked with Pima designs and have numbers on the flat side. This is what the sticks might look like.



The space on the gameboard or playground should be marked like this:



The game is played like this. A player or team places his marker stick in the corner hole on his side and his opponent does the same on his side. The object of the game is to move the marking stick

around the square hole by hole. The first one around wins. Moving is determined by tossing the four Pima sticks up in the air at the same time. Four round sides up count five. Four flat sides up count three. One flat side up counts the number on the flat side. All other combinations have no count.

The players move their marking sticks to their right. Whenever the count brings the marker of one player into the same space held by another player the other player must start over. Passing the other player does not send that player back to the start.

Cup Game

A player or team has four cups and a small object like a bean or marble. He conceals the marble in a cup and fills all cups with sand. The opposing team or player tries to guess which cup conceals the marble. If they get it on the first try, they get ten points, if they get it on the second try they get three points. If they don't get it in two tries, the other team gets five points. The first team to reach fifty points wins.

The Aide and Non-Pima Games

There are many games which are not traditional with the Pima, but have been played for many years by Anglos and other groups. These games can be organized into two types. The first type is active games which need to be played outdoors. These games include:

Kickball	Handball	Bird Catcher
Football	Working on the Apparatus	End Ball
Basketball	Spider and Flies	Prisoner Ball

Dodgeball	Cats & Mice	Last One Up
Running & Jumping	Jack Be Nimble	Soccer
Softball & Baseball	Squirrel and Nuts	Rope Skipping
Net Ball	Back to Back	Relays, Tag
Rhythms and dancing (some traditional Pima dances could be taught in this area)		

The second type of game is relatively quiet and can be played in the classroom. These games include:

Checkers	Seven Up	Steal the Bacon
Chess	Hide the Thimble	Blackboard Relay
Caroms (if the equipment is available)	Dog and Bone	Eraser Relay
King and Queen	Fox and Rabbit	Ghost
Mr. Pumpernickle	Simon Says	Charades
Scissors, Paper, Rock	Musical Chairs	Tick Tack Toe
Who's Missing?	Hot Potato	Battleship

These are just a few of the games which can be played on the playground or in the room. There are many others. The rules for these games and others should be available from the teacher.

Conclusion

The Indian Teacher-Aide serving as a paraprofessional can make a valuable contribution to the school. In addition to increasing the effectiveness of the classroom teaching, she can also "bridge the gap" between the Anglo school and the Indian way of life, by serving as a go-between for the non-Indian teacher and the Indian parents. Finally, the Indian teacher-aide can provide a means whereby the heritage of the Pima and Maricopa peoples can be formally studied in the school.

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